

**Portland State University
Graduate School of Education
Department of Curriculum and Instruction**

Summer 2011

“Preparing professionals to meet our diverse community's lifelong educational needs.”

Course Title: **Issues in Education**
Course Number: CI 581-001 (CRN: 80374)
Credits: 3 credits
Class Meetings: MTWR; 8:00am-11:50am, June 20th-June 30th, NH 241
Instructor: Micki M. Caskey, Ph.D.
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Office Hours: By appointment, TR; 1:00pm-3:00pm; June 20th-July 3rd
Office: ED 602B

Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services (503-725-4005) to document their disability and to provide support services when appropriate

Course Description

An introduction to the study of contemporary issues that impact the teaching and learning environment for K-12 students and their teachers. Students identify critical issues in contemporary education and analyze those issues from a variety of perspectives.

The Graduate School of Education's Conceptual Framework

Prepare our candidates to provide leadership in:

1. Diversity & Inclusiveness



- 1.1. to work in diverse settings
- 1.2. to promote inclusive and therapeutic environments



2. Research-Based Practices & Professional Standards

- 2.1. to critically analyze and implement research-based practices
- 2.2. to demonstrate appropriate professional knowledge, skills, and dispositions



3. Impact on Learning and Development

- 3.1. to ensure all learners and clients succeed
- 3.2. to use technology to enhance learning
- 3.3. to influence policy and provide leadership for organizations



4. Evidence-Informed Decision Making

- 4.1. to use evidence to solve problems of practice and make educational and therapeutic decisions

MA/MS in Curriculum and Instruction — Program Standards

1. Demonstrate capacity as leaders, change-agents, and collaborators in their workplace and communities
2. Are culturally responsive
3. Use a critical perspective to examine power relations and issues of social justice, including designing and analyzing curriculum

National Board for Professional Teaching Standards

Proposition 1: Teachers are Committed to Students and Learning

- 1.1 Dedicated to making knowledge accessible to all students. Believe all students can learn.
- 1.4 Respect the cultural and family differences students bring to their classroom.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience

- 4.1 Model what it means to be an educated person—read, question, create and willing to try new things.
- 4.2 Familiar with learning theories and stay abreast of current issues in American education.

Proposition 5: Teachers are Members of Learning Communities

- 5.3 Work with other professionals on instructional policy

Course Objectives

- Explore issues in education through multiple lens including cultural, feminist, political, philosophy, and sociology
- Examine issues in education from modern and postmodern perspectives
- Engage thoughtfully and constructively in purposeful dialogue about issues and trends in education
- Articulate a position regarding the aims of education for the 21st century
- Compare and contrast perspectives related to a specific issue in education
- Describe how issues in education connect to one's own practice

Reading Materials

1. **Required Text:** Provenzo, E. F., Jr. (Ed.). (2006). *Critical issues in education: An anthology of readings*. Thousand Oaks, CA: Sage.
2. **Online resources** such as journal articles and print resources (i.e., books, chapters, and monographs) are required to complete the course assignments.
3. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Guiding Questions

1. How has postmodernism shaped the teaching (teachers) and learning (students) experience?
2. Should the aim of education be the same for all students? Why or why not?
3. In a democratic society, who should determine the aims of education?
4. Should students be compelled to attend school? Why or why not?
5. How should sexuality be addressed in education and schooling?
6. How has race shaped American culture and education? How has individual difference shaped American culture and education?
7. What role do cultural codes play in education? How does multicultural education address these cultural codes and issues of social justice?
8. Why is social class an important yet often ignored topic in education? How can educators address issues of social class?

Course Requirements

1. Discussion Preparation and Participation [25%]

Participate in discussion in an active and timely manner. Each day, read the assigned pages and respond in writing to the Guiding Question(s). Using a Socratic Seminar format, engage in discussion with your peers about the topic and their responses. Note: You will need to bring a written response to the guiding question to each class, and (b) share your thoughts regarding peers' responses in class.

2. Pre- and Post Assessments [10%]

Complete the six-item pre- and post-assessments during the first and last days of the course, respectively. Submit the pre-assessment the first day of class and submit the assessments to the drop box the last day of class.

3. Aims of Education Paper [15%]

After reading Part I: The Aims of Education (Provenzo, 2006), write a paper (2-3 pages) that conveys what you contend should be the aims of education in the 21st century. Though this is a position paper, it needs to a well-developed and articulate statement of philosophy. (See Provenzo, pp. 19-48 for three scholarly examples.) Adhere to APA style related to (a) reducing bias in language, and (b) clear and concise writing. Submit your paper to assignment drop box. [See Rubric for Aims of Education Paper]

4. Collaborative Project: Critical Issue in Education [30%]

Investigate a critical issue in education with your peers in a small group. (Preferred size for the small groups is three people.) Share your group's membership and specific issue to investigate with the instructor. (Small group discussion forums can be set up to support your collaboration on the project.) Once you have communicated with the instructor, proceed with the following steps. First, read (or re-read) the relevant sections from the Provenzo text. Second, read additional work (articles, chapters, or books) about the selected critical issue. (Note: Use the PSU library to access appropriate sources.) Take accurate notes to keep track of the additional work and to cite it accurately. Third, create a project in the form of a multimedia slide show (e.g., Power Point) that reports the multiple perspectives on the issue. (Cite sources using APA style.) Fourth, write a brief narrative (2 pages) that articulates how the issue relates to current school or work environments. Fifth, share your project and narrative with your colleagues and the instructor. Sixth, submit your project and narrative to assignment dropbox. [See Rubric for Collaborative Project: Critical Issues in Education]

5. Midterm Reflection [10%]

Complete a midterm reflection (2 pages) that describes your understanding of critical issue(s) in education. To frame your understanding of the issues, (a) respond to one or more of the selected guiding questions, and (b) describe how the issue(s) connect to your own practice. Submit your final reflection to assignment drop box. [See Midterm Reflection assignment sheet.]

6. Final Reflection [10%]

Complete a final reflection (2 pages) that describes your understanding of critical issue(s) in education. To frame your understanding of the issues, (a) respond to one or more of the selected guiding questions, and (b) describe how the issue(s) connect to your own practice. Submit your final reflection to assignment drop box. [See Final Reflection assignment sheet.]

Assignment Summary and Evaluation

Assignments		Grading Scale	
(1) Discussion Preparation and Participation	25 points	90-100	A
(2) Completion of written assignments and projects:		80-89	B
• Pre/Post Assessments	10 points	70-79	C
• Aims of Education Paper	15 points	60-69	D
• Collaborative Project: Issues in Education	30 points	Below 60	F
• Midterm Reflection	10 points		
• Final Reflection	10 points		

Policies

Professional Interactions

Though students may not share the same opinions on the critical educational issues discussed in this course, it is essential that students respect multiple perspectives, ideas, and opinions. (See PSU Proscribed Conduct: <http://www.pdx.edu/dos/codeofconduct#ProscribedPSU>)

Policy for Academic Integrity

Students must adhere to PSU Proscribe policy related to academic honesty and integrity. (See PSU Proscribed Conduct: <http://www.pdx.edu/dos/codeofconduct#ProscribedPSU>)

Policy for Incompletes:

The instructor must adhere to the PSU policy regarding the assignment of an incomplete (I), which includes meeting four criteria before assigning an incomplete. (See 2010-11 PSU Bulletin, p 60.)

Policy for Late Assignments

Late assignments will not be awarded full credit. Typically, late assignments will be penalized 10%.

Alignment of Objectives, Conceptual Framework, Standards, Assessment, and Evaluation

Course Objectives	GSE Conceptual Framework, MA/MS Program Standards, and National Board of Professional Teaching Standards	Assessment	Evaluation
Explore issues in education through multiple lens including cultural, feminist, political, philosophy, and sociology	<ul style="list-style-type: none"> • CF: 1.2, 2.2, 3.3 • MA/MS: 3 • NBPTS: 4.1, 4.2 	<ul style="list-style-type: none"> • Pre/post assessment • Discussion postings • Midterm/Final Reflections 	<ul style="list-style-type: none"> • Learning Gains (Pre-Post) • Active/informed participation in discussion • Reflections convey understanding of issues
Examine issues in education from modern and postmodern perspectives	<ul style="list-style-type: none"> • CF: 1.2, 2.2, 3.3 • MA/MS: 3 • NBPTS: 4.1, 4.2 	<ul style="list-style-type: none"> • Pre/post assessment • Discussion postings • Midterm/Final Reflections 	<ul style="list-style-type: none"> • Learning Gains (Pre-Post) • Active/informed participation in discussion • Reflections convey understanding of issues
Engage thoughtfully and constructively in purposeful dialogue about issues and trends in education	<ul style="list-style-type: none"> • CF: 2.2 • MA/MS: 1, 2, 3 • NBPTS: 4.1, 4.2, 5.3 	<ul style="list-style-type: none"> • Discussion postings 	<ul style="list-style-type: none"> • Active/informed participation in discussion
Articulate a position regarding the aims of education for the 21 st century	<ul style="list-style-type: none"> • CF: 2.2, 3.3 • MA/MS: 1, 2, 3 • NBPTS: 4.1, 4.2 	<ul style="list-style-type: none"> • Aims of Education Paper 	<ul style="list-style-type: none"> • Rubric: Aims of Education Paper
Compare and contrast perspectives related to a specific issue in education	<ul style="list-style-type: none"> • CF: 1.2, 2.2, 3.3 • MA/MS: 1, 2, 3 • NBPTS: 4.1, 4.2, 5.3 	<ul style="list-style-type: none"> • Collaborative Project 	<ul style="list-style-type: none"> • Rubric: Collaborative Project
Describe how issues in education connect to one's own practice	<ul style="list-style-type: none"> • CF: 2.2, 3.3, 4.1 • MA/MS: 1, 2, 3 • NBPTS: 1.1, 1.4 	<ul style="list-style-type: none"> • Collaborative Project • Midterm/Final Reflections 	<ul style="list-style-type: none"> • Rubric: Collaborative Project • Reflections convey understanding of issues

CF = Conceptual Framework; MA/MS = MA/MS Program Standards; NBPTS = National Board for Professional Teaching Standards

Course Schedule

Day	Topics	Assignments
Day 1 June 20 th	Issues in Education Introductions Course Overview Complete: In class assignments including pre-assessment and Day 1 Guiding Question Postmodernism Modern (Counts) and Postmodern Thought (Havel)	<u>Due June 21st</u> Read: Provenzo, pp. 19-48 Discussion Prep.: Day 2 Guiding Questions
Day 2 June 21 st	Aims of Education Dewey's Pedagogic Creed, the Cardinal Principles, and Nodding's Ethic of Care	<u>Due June 22nd</u> Read: Provenzo, pp. 49-80 Discussion Prep.: Day 3 Guiding Question Complete: Aims of Education Paper
Day 3 June 22 nd	Library Orientation Meet at 8am in Millar Library classroom Submit: Aims of Education Paper Society and Education Modern Thinkers: Jefferson, Rush, Mann, and Counts	<u>Due June 23rd</u> Read: Provenzo, pp. pp. 81-134 Discussion Prep.: Day 4 Guiding Questions
Day 4 June 23 rd	Compulsory Education and Transmission of Culture School Law; Ideas of Goodman, Henry, Freire, and Illich Complete: Midterm Reflection	<u>Due June 27th</u> Read: Provenzo, pp. 135-180 Discussion Prep.: Day 5 Guiding Question
Day 5 June 27 th	Sexuality and Education Women's Rights, Equal Rights, And Gay Rights	<u>Due June 28th</u> Read: Provenzo, pp. 181-209 Discussion Prep.: Day 6 Guiding Questions
Day 6 June 28 th	Race and Multiculturalism From Slavery to PL 94-142	<u>Due June 29th</u> Read: Provenzo, pp. 210-244 Discussion Prep.: Day 7 Guiding Questions Complete: Collaborative Project
Day 7 June 29 th	Cultural and Multicultural Education Giroux's Border Pedagogy and Nieto's Multiculturalism Share: Collaborative Project	<u>Due June 30th</u> Read: Provenzo, pp. 245-282 Discussion Prep.: Day 8 Guiding Questions Complete: Final Reflection
Day 8 June 30 th	Social Class Pygmalion Effect; Ideas of Anyon and hooks Submit: Final Reflection Complete: Post Assessment	